

Student Academic Achievement Committee (SAAC) Standardized Report Form

INTRODUCTION

Program /Discipline Title: Criminal Justice

Time Period: Fall 06 through Summer 07

Program goals, objectives, and/or mission:

The goal of the Criminal Justice program is designed to develop student **Professionalism, Leadership, and Critical Thinking Skills** needed to enter the Criminal Justice Profession.

Exit Competencies:

1. Correctly explain the U.S. and New Mexico Criminal Justice Systems, the criminal law, the law of arrest, search and seizure, and the criminal trial process or juvenile dispositions.
2. Apply the essential technical skills needed in law enforcement, security/corrections, or probation/parole to industry standards (as established in state or federal certifications).
3. Use critical thinking skills for problem solving in a professional and ethical manner following the "SARA" or "FIVE STEP" methods.
4. Write a complete and effective report for appropriate use by criminal justice authorities.
5. Meet industry standards for essential work place skills (Applied Mathematics, Applied Technology, Teamwork, Reading for Information, Writing, Listening, Locating Information and Observation) as measured by Work Keys®.

Core Competencies:

Interpersonal Skills/Teamwork: Students will work and interact with others at a personal, professional and global level, demonstrating respect for individual and cultural differences while practicing civility, honesty and personal responsibility.

Communication: Students will read, write, listen and use verbal skills to organize and communicate ideas and information in personal and group settings.

Critical Thinking: Students will demonstrate the ability to engage in the process of defining tasks and evaluating problems through the examination of information, application of computation skills and reflection on ideas for the purpose of reaching decisions.

Technology: Students will understand the limits, problems and possibilities associated with the use of technology and will have the tools necessary to evaluate and learn new technologies as they become available. This includes the ability to use computer-based technology to communicate, solve problems and acquire information.

RESULTS

Introduction and discussion of assessment efforts:

Continuing the practice of the past several years, we collect data to measure the program exit competencies. These competencies were drafted by the Criminal Justice Advisory Committee which has verified the continued applicability as the industry needs.

We have incorporated the Work Keys and Keytrain programs throughout the Criminal Justice curriculum. The Work Keys scores are integral to the measurement of our exit competencies. The scores provide a recognized standard and have been nationally validated. We apply the Basic Patrol Officer job profile at the median level as the standard for graduates of the program.

Beginning with the Fall 06 term, graduates of the Criminal Justice program are required to complete the Capstone course (CJ 295). During this course, students must compile a graduation portfolio which incorporates all program exit competencies and the core competencies of the college. Students were graded on the portfolio components. The goal is to have 70% or higher meet the competencies. But, students who do not meet the competencies do not successfully complete the course and must repeat it.

Assessment Plan (Who, what, when and how assessment took place):

Instructors in Criminal Justice collected data within the Capstone course. This included final grades on the portfolio: class exercises, class assignments, and problem-solving exercises using an inter-active computer program as well as scores from Work Keys. This provided us with both internal and external source data. On the charting of the data, Level 1 includes scores of "D" and "F". Level 2 equates to a score of "C"; Level 3 a "B" and Level 4, an "A".

Work Keys test scores were applied directly to the college core competencies. All of the technology elements were required of the students to successfully complete the portfolio requirements. Successful competition equates to having the requisite skills.

Students also completed a program graduation survey. Qualitative data was collected for faculty to consider in the assessment of program effectiveness.

Exit Competency Results:

The data reflects that the goal of 70% for each competency was met or exceeded.

Core Competency Results:

Data was collected for the first time this reporting period. No college goal was established, but applying the program goal of 70% success, this was met or exceeded.

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Discussion of changes in support of student learning for PAST year based upon your assessment results:

The data shows that students continue to struggle with the writing skills. The instructors have incorporated more writing exercises in the various CJ courses and grammar and spelling are major portions of the grade for the exercise.

Students are continually urged to work on the Keytrain lessons for Writing. More students are being identified for early intervention to the achievement coach for additional help in writing.

Discussion of proposed changes in support of student learning for COMING year based upon your assessment results:

No significant change to course delivery is indicated. An area of concern was in student failure because they just did not finish assignments or did not come to class. We have adjusted the program policy to drop students for non-attendance before census date. This will reflect better student performance by collecting data from students who actually perform.

Plans for assessment of all Core Competencies

We will continue to use Work Keys as a validated assessment for the core competencies, supplemented by class room exercises.

The data to be collected in CJ 295, the CJ Capstone course will be upgraded to better demonstrate competencies. Faculty members are planning a scenario based assessment. This will in all likelihood require expansion from a 1 credit hour/5 week course to a 3 hour/15 week course.

With the advent of CJ 1001, Intro to Criminal Justice as the first course for CJ students, we have begun administering Work Keys tests in Listening, Reading and Writing as a “pretest”. These scores will be compared to the final scores required in the capstone course to provide additional feedback.

DATA

What tools did you use to measure the Exit Competencies?

Program matrices are attached.

Please attach Core Competency Rubrics if modified.

Additional assessment results: An extract from the Capstone course syllabus is included below.

COURSE DESCRIPTION

Students will prepare a professional portfolio that demonstrates the student's mastery of technical and core competencies.

COURSE OBJECTIVES

Technical Objectives

Upon successful completion of this course, students will be able to show mastery of the following technical competencies:

A.
Correctly explain the U.S. and New Mexico Criminal Justice Systems, the criminal law, the law of arrest, search and seizure, and the criminal trial process or juvenile dispositions.

B.
Apply the essential technical skills needed in law enforcement, security/corrections, or probation/parole to industry standards (as established in state or federal certifications).

C.
Use critical thinking skills for problem solving in a professional and ethical manner following the "SARA" or "FIVE STEP" methods.

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D.

Write a complete and effective report for appropriate use by criminal justice authorities.

E.

Meet industry standards for essential work place skills (Applied Mathematics, Applied Technology, Teamwork, Reading for Information, Writing, Listening, Locating Information, and Observation) as measured by Work Keys®.

Work Place Objectives

Upon successful completion of the course, students will be able to demonstrate CNM core competencies:

- Communicate ideas concisely and accurately.
- Work effectively in a team setting.

COURSE REQUIREMENTS:

This course is designed to assist the graduating student prepare a graduation portfolio. You will have the opportunity to provide examples of your documents that demonstrate your competencies, including, but not limited to research papers, written criminal justice report, class projects, interactive CDs, and Work Keys scores. This class is largely independent study. We will meet four (4) times throughout the course. The instructor will be available for individual consultation by appointment as needed.

COURSE ACTIVITIES:

WorkKeys®

WorkKeys® is an exam that is accredited by ACT. The requirements for WorkKeys® are a test that is given by an approved administrator. The Program requires that a student must demonstrate proficiency in a certain number of the identified skills to graduate from the Program. It is the student's responsibility to complete the WorkKeys tests, prior to graduation. The standard for this portfolio as a basic score is the Police Patrol Officers profile at the Median level.

Work Keys: 20 points deducted for every score below the median level.

Communication: Example of written work and Criminal Justice Report.

Teamwork: Examples of ability to work in a group setting.

SARA: Example of critical thinking using SARA or Five Step methods.

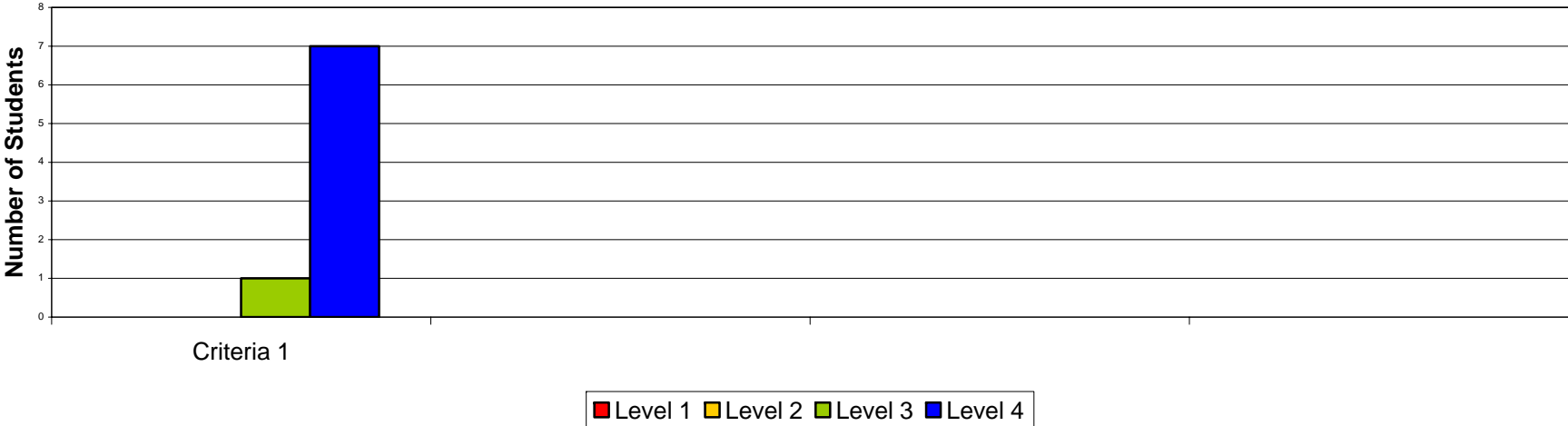
Criminal Justice Knowledge/Application: Example (i.e. CDs, projects).

Graduation Survey: Will be provided.

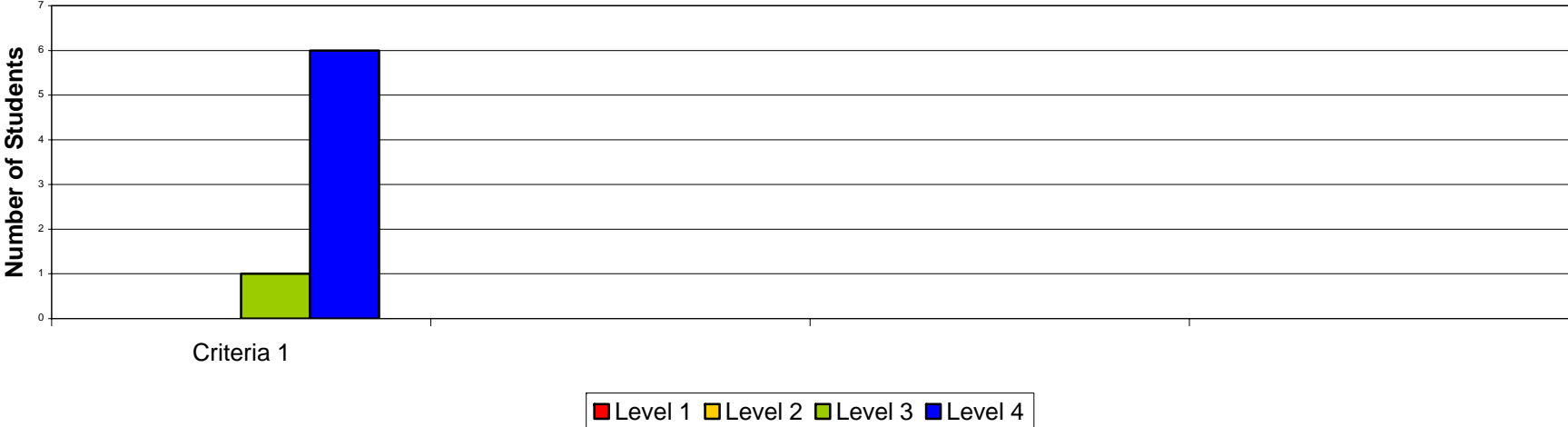
Resume: Supported by the CNM Job Placement Center.

Histograms of Exit Competency Results:

Explain US and New Mexico Criminal/Juvenile Law and Procedures

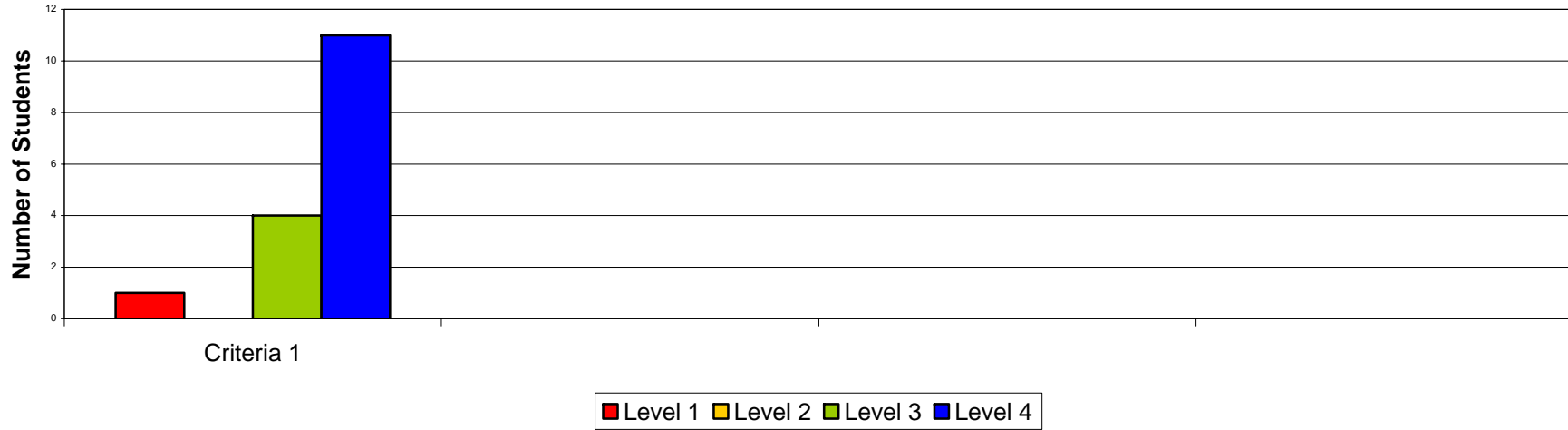


Apply essential skills needed by industry

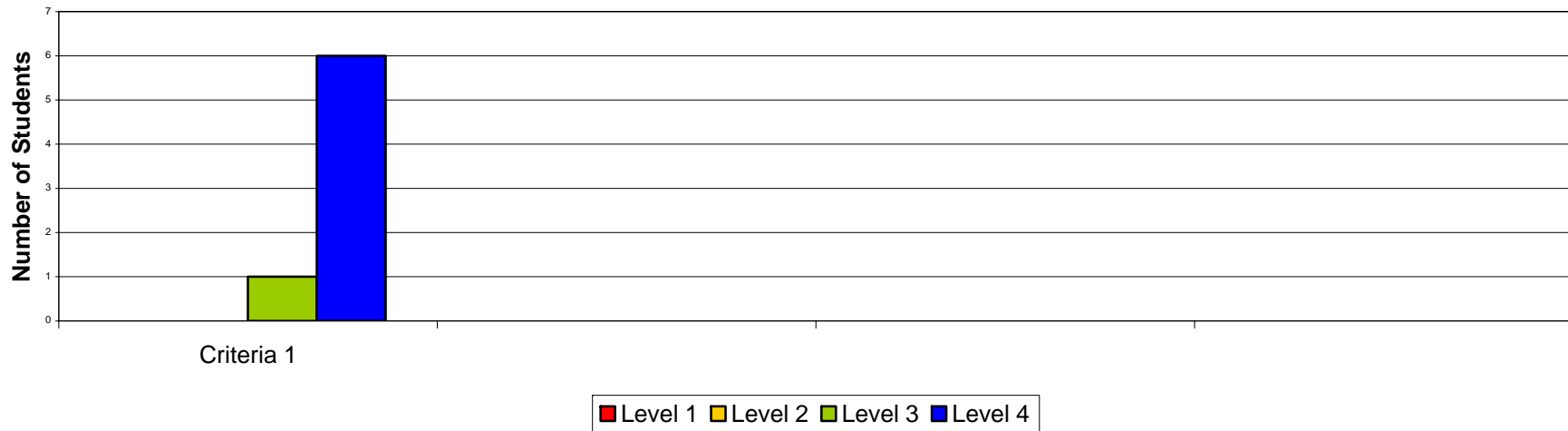


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Demonstrate critical thinking skills using SARA model

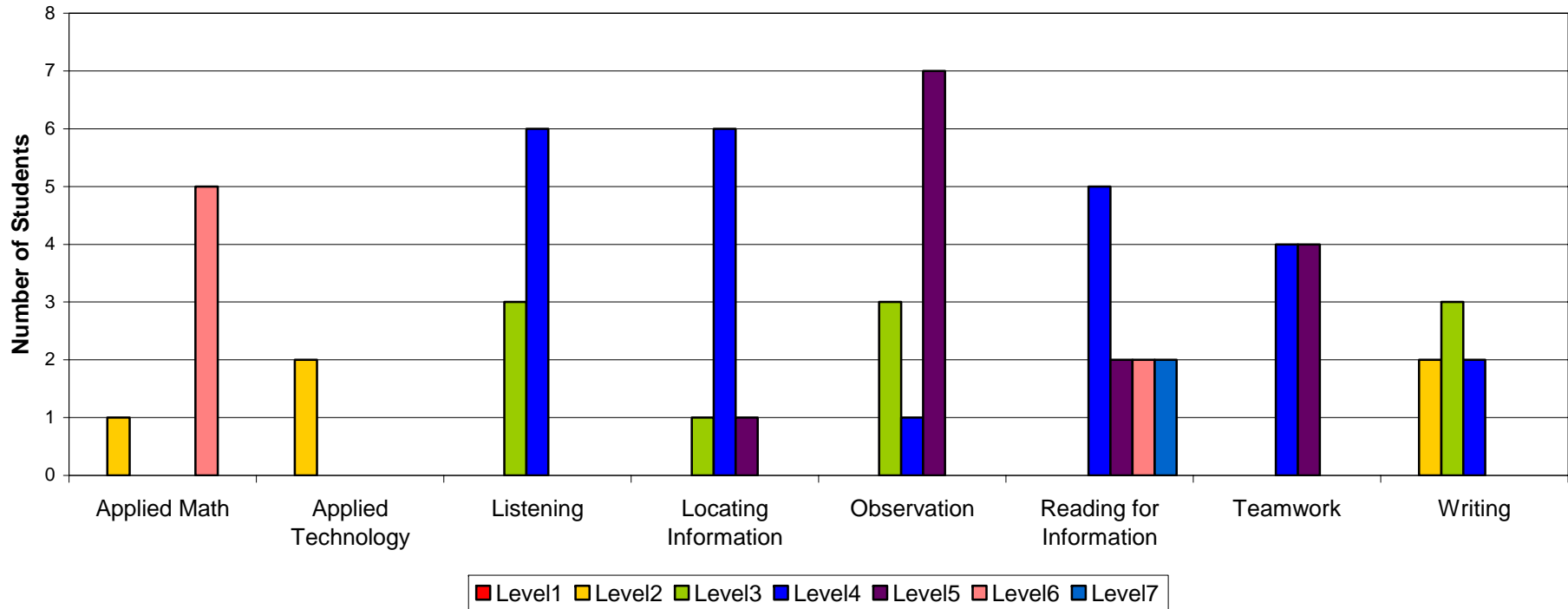


Write a complete and effective criminal justice report



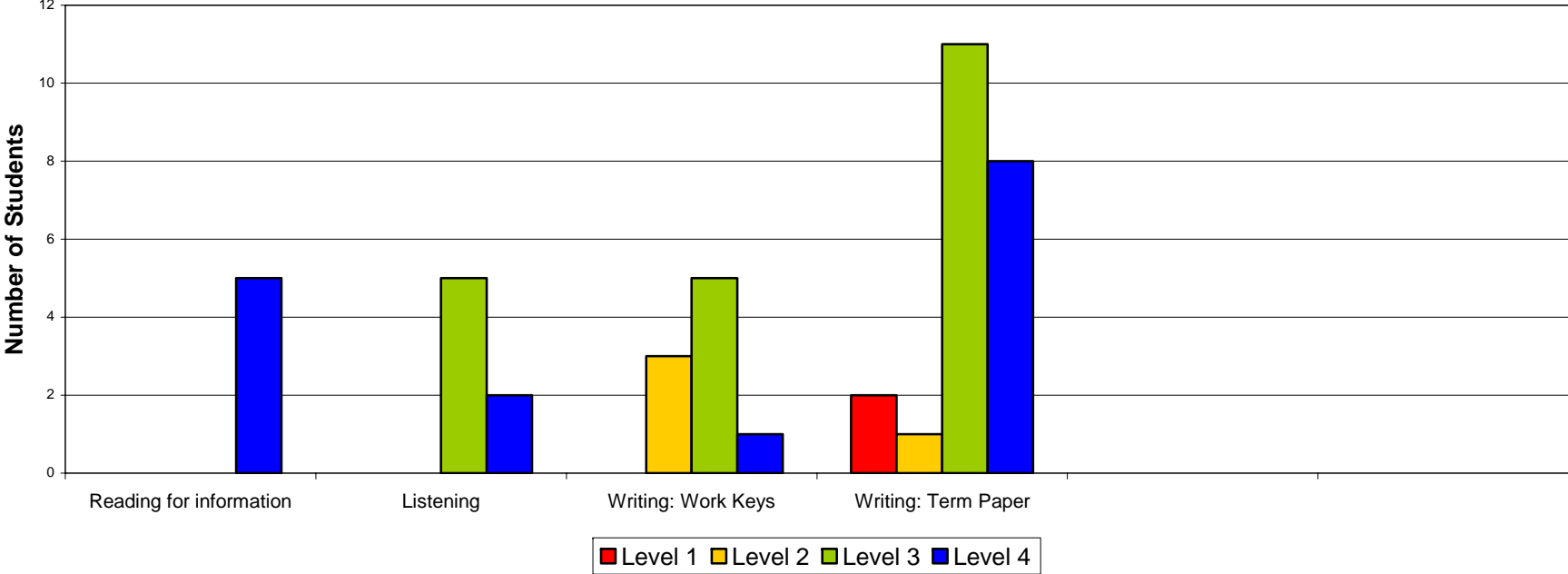
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Meet industry standard for Work Keys scores



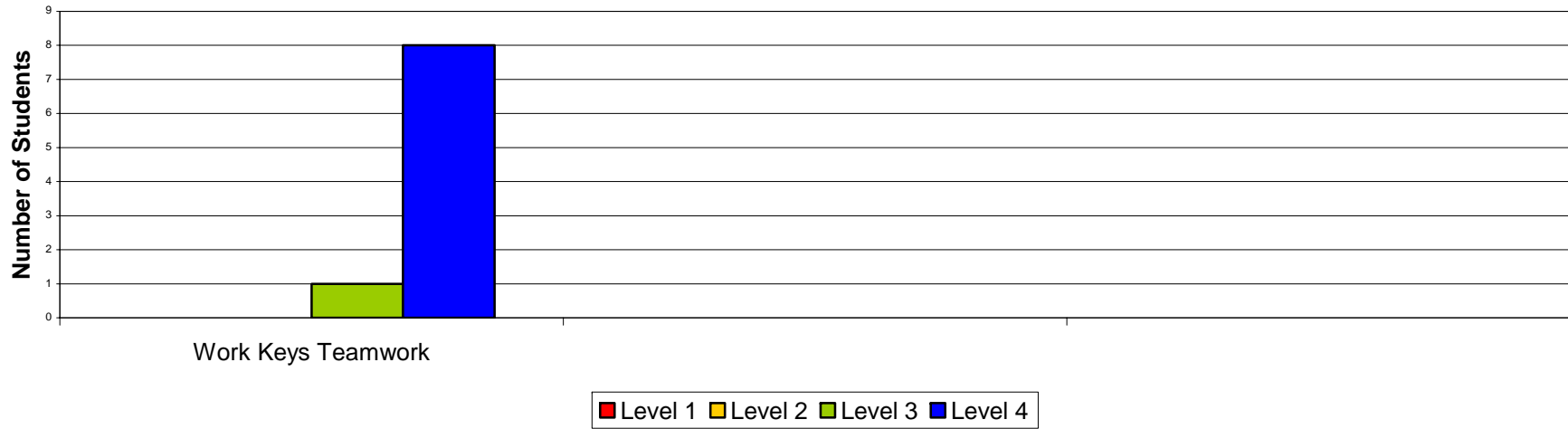
Histograms of Core Competency Results:

Communication

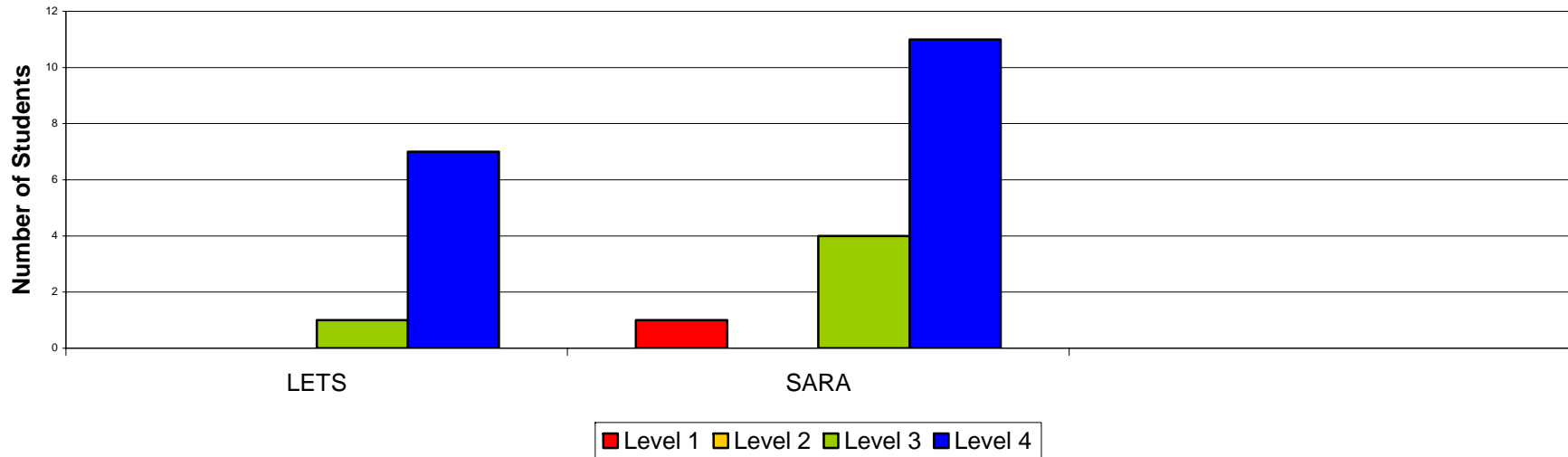


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Teamwork: Works cooperatively with others to accomplish a task with limited resources and competing concerns



Critical Thinking



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Technology

